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ABSTRACT

Practical techniques for keeping abreast of the professional literature on the teaching of reading are contained in this booklet. Topics of the six chapters are: purposes for professional reading, criteria for choosing a wise search plan, how reading information is organized, how to keep up-to-date through browsing, the ERIC system and how to use it, and how to do a topical search in five phases. Also included are a bibliography and five appendixes: sample pages from the ERIC "Thesaurus," a checklist on how to use the "Current Index to Journals in Education," the table of contents of "A Guide to Information Sources in Reading," a checklist for evaluating educational research, and a list of journals containing articles on reading. (JM)

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FOREWORD

> Knowledge is of two kinds: We know the subject ourselves, or we know where we can find information upon it. *Samuel Johnson*

I believe we are all a little like Jane in the book, *The Middle Moffat*, by Eleanor Estes. Jane had the insatiable desire to know. So,

> Jane took the short cut across the huge, empty lot to the library. She was in a hurry because she had just gotten the idea that it would be fine to read every book in the library. Of course not all at once; just one at a time. The best way to go about reading every book in the library, she thought, was to go to a certain section, take down the first book on the first shelf, get it stamped, take it home, read it, bring it back, and take out the very next book. In this way she would not miss one single book. . . . She tiptoed over to one of the sections, took down the first book without looking to see what it was, and had it stamped at the desk. . . . The book was far from interesting. Evidently she had chosen the wrong section to begin on. Where were all the books like *Heidi*? Still if she read the bad ones first, the good ones would be like dessert.*

As reading teachers, we have faced a problem similar to Jane's when we have searched for professional books. Unlike Jane, we do not have time for all the "bad ones first." We need to find the useful books to understand more fully the process of reading and how to help children develop as readers. Every person has the right to read, but each person is an individual learning in his/her individual way.

Research is available to help us understand the individual. Educational research has given us insights so we might know more about how a person develops the ability to read. But where and how do we find information on that research? There is so much being published today. To help us, the authors of this IRA Reading Aids booklet, *Searching the Professional Literature in Reading*, have given us criteria for choosing our professional literature and given us some aid in learning how reading information is organized.

The ERIC system is explained as one source of information about reading. A listing of journals on reading, an explanation of *Current Index to Journals in Education*, and a self-diagnostic checklist can make easier the task of keeping abreast. The authors have given us this information along with aids for keeping up-to-date with a strategy that will prove useful to the busy professional who wishes to remain professional.

*Eleanor, Estes. *The Middle Moffat*. New York: Harcourt Brace, 1942, 85-86.

Searching the Professional Literature in Reading will serve as a tool for the researcher, college professor, student of reading, and the teachers and administrators in our schools. The authors have given us a monthly plan which, if used, will be invaluable for keeping abreast of professional literature.

The International Reading Association is to be congratulated for publishing this book, and the authors are to be commended for the work that they have done in San Diego. Joan F. Curry and William P. Morris have given to us in the profession the needed compendium for *A Guide to Information Sources for Reading*, published by the International Reading Association in 1972. *Searching the Professional Literature in Reading* is a welcome addition to the Associations' published works.

Sr. Rosemary Winkeljohann
National Council of Teachers of English

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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INTRODUCTION

Each year the quantity of material published in the professional journals reaches such overwhelming proportions that the average teacher of reading or the graduate student finds it difficult to keep abreast of the literature. In approaching the task, a teacher must choose and efficiently explore the sources which will best suit his needs.

In this Reading Aid, an attempt has been made to assemble practical techniques to help teachers effectively search specific topics. To that end this monograph attempts to

- alert the reader to the necessity of knowing the information sources concerned with reading
- point to some important and useful information sources
- suggest an approach for keeping up-to-date with new publications specific to a reader's particular needs
- indicate where the reader might turn for further help in searching the professional literature

The first four chapters of this booklet are directed particularly to teachers; chapters 5 and 6 should provide specialists and advanced graduate students with guidance in preparing presentations and papers.

In a number of places, readers are referred to the 1972 IRA + Eric/Crier volume, *A Guide to Information Sources for Reading* by Bonnie Davis, in which a rather comprehensive list of sources is annotated. The present Reading Aid by Curry and Morris may stand by itself as an introduction to literature searching or serve as a companion volume to the Davis text.

JC/WM

Chapter 1

PURPOSES FOR PROFESSIONAL READING

Professional books and articles on reading are consulted for three general purposes: 1) to keep up-to-date on topics of special interest, 2) to obtain an overview of an unfamiliar topic in reading, and 3) to pursue in some depth a limited topic in reading. Each of these purposes requires a somewhat different mental set and a different combination of search skills. Let us just sketch the kinds of sources a teacher might use in accomplishing his purpose in each of these situations.

A teacher who wishes to keep abreast of new ideas in several areas of special interest might constantly be on the alert for information about individualizing, vocabulary games, motivational techniques, or the language experience approach. If he turned to the subject index of a monthly issue of *Current Index to Journals in Education (CIJE)*, he might find the following on the topic of individualizing:

> Individualized Reading Instruction–*Elementary English*, v49 n5, pp. 745, May 72.
>
> Individualization: Making It Happen, *Reading Teacher*, v25 n4, pp. 316-18, Jan. 72.

To obtain an overview of an unfamiliar or controversial aspect of reading such as dyslexia, its cause and treatment, a reader would want a simple, well-organized introduction, but he may not wish to pursue the topic on a continuing basis. Textbooks often provide a structured overview of topics. By turning to the index of Harris and Sipay's *How to Increase Reading Ability* (6th ed.), a reader finds a chapter entitled "Reading Disability, Dyslexia, and Learning Disabilities," and a list of references for further reading. Two other general references may be used. If the reader turns to the *Encyclopedia of Educational Research* (4th ed.), under the topic of "Reading–Physiological Aspects," he finds a survey of research.

> *Encyclopedia of Educational Research*, 4th ed. "Reading: Physiological Aspects," 1083-4, Robert L. Ebel, editor (American Educational Research Assoc.), Macmillan, 1969.

In the *Handbook of Research in Teaching*, the reader finds another indication of what research has been done in the field of dyslexia.

> *Handbook of Research in Teaching*. "Research on Teaching Reading," 865-928, N. W. Gage, editor (American Educational Assoc.), Rand McNally, 1963.

This information can be supplemented by consulting special bibliographies on dyslexia and carefully selecting from *CIJE* and *Research in Education (RIE)* as described below.

Finally, the reader might outline a plan for reading everything written on a specific topic during a certain span of years. If he wanted to go more deeply into dyslexia, for instance, he might follow the step-by-step procedures outlined in Chapter 5. Following are a few of the sources he might discover. In *CIJE* he might find specific information, such as that provided in the article by Erwin Strauss and others:

> "A Phenomenological Approach to Dyslexia," *Journal of Phenomenological Psychology*, vi n2, pp. 225-235, Spr. 71.

By turning to the nonjournal literature and consulting *Research in Education*, the reader might find on microfiche (a 4 x 6 inch sheet of film) bibliographies on position papers such as the following:

> "Dyslexia: Exceptional Child Bibliography Series." Council for Exceptional Children, Arlington, Va. Info. Center on Exc. Ch. ED 054 579.

> "A Citation Bibliography of Selected Sources on Dyslexia and Learning Disabilities," compiled by Charles T. Mangrum. Eric/Crier Reading Review Series. ED 020 865.

> "Dyslexia: Definition or Treatment?" Virginia L. Brown and Morton Botel. Indiana Univ., Bloomington, Eric/Crier ED 058 014.

For a true bookworm, the preceding sources could be supplemented through reference to *Dissertation Abstracts International, Retrospective Index*, and various review and bibliography series as noted in Chapter 5.

Chapter 2

CRITERIA FOR CHOOSING A WISE SEARCH PLAN

Many search strategies can lead to documents (books, journals, articles, research monographs) about reading. In choosing which strategy to use, four considerations may be helpful:

1. What is the likelihood of locating a relevant document? (Is the search strategy effective?)
2. How much time will the search take? (Is the search strategy efficient?)
3. How complete, thorough, and exhaustive will the information be? (Is the search strategy sufficiently inclusive?)
4. Will the schedule and working conditions of the search be realistic? (Are the search strategies and conditions tolerable? Pleasurable?)

Of course, you have to be very clear about what information you want in order to find documents which contain the desired information and express it in a helpful sequence, style, and organization.

An ideal strategy enables one to locate, within the available time, an optimum number of relevant, trustworthy, and acceptably written documents which provide needed information.

Before one becomes too involved in his reading, he should plan how he can most profitably spend his time in terms of the criteria listed above. The next three chapters will help the reader see alternatives and make time-saving choices.

Chapter 3

HOW READING INFORMATION IS ORGANIZED

Primary literature is a general term referring to original articles, reports, monographs, books, and other documents. Writers of *secondary literature*, on the other hand, organize and comment upon such original reports. Citation bibliographies, abstracts, indexes, and—in a sense—summaries and reviews of the published literature, can be considered secondary sources. Primary sources provide content; secondary sources offer assistance in locating or gaining perspective on primary sources. Poor quality in either type of literature affects the quality of the other; if primary documents are of poor quality, indexing may become futile; if indexing and review treatments are incomplete or misleading, readers may never find valuable primary documents.

A searcher can use either of two general approaches: Using 1) He can go directly to—a textbook or an issue of a journal—a primary source with which he is familiar. He can look within the document to see what is in it for him. 2) He can go to an index of journals or to the card catalog which in turn would lead him to many more documents. The time spent consulting secondary sources becomes most worthwhile because it routes the reader to a rich variety of primary sources in his area of interest. Secondary sources, then, lead teachers to needed information; indexes and literature reviews direct readers to documents containing pertinent information.

A distinction often is made between research and nonresearch literature. Research literature generally answers specific educational questions through formal studies. Nonresearch literature often discusses teaching techniques, describes programs, suggests resources, and provides theoretical opinions or persuasive arguments. The line between research and nonresearch can be difficult to establish, and many articles seem to be equally weighted with results of descriptive study and personal recommendations or opinions. Nonetheless, one should be aware that some sources deal primarily with research while others include a much broader coverage.

An important, almost too obvious, distinction must be drawn between *reading* and *nonreading* content of documents. Since so many disciplines are related to the nature of the reading process and the teaching of reading skill, much valuable information about reading can be found under subject headings not usually associated with reading. A quick look at a recent edition of the *Thesaurus of ERIC Descriptors* (see Appendix A) will

indicate the relationships among many terms related to reading. Care must be taken to select index terms which appropriately limit the scope of a literature search.

Several types of primary sources dealing with research can be distinguished roughly according to four variables: how recently they were published, how detailed they are, how difficult they are to understand, and how much overall perspective or background they provide. For ease in labeling these sources, this booklet refers to these variables as *recency*, *specificity*, *sophistication*, and *structure*.

While it would be foolhardy to attempt to generalize in a precise way, Figure 1 indicates how three types of research reports tend to differ and how the types are built upon one another as our professional body of literature on reading is formed.

Least Recent	Least Specific	Least Sophisticated	Least Background Structure
Type 3	REFERENCE WORKS		
Type 2	REVIEWS OF RESEARCH		
Type 1	INDIVIDUAL RESEARCH REPORTS		
Most Recent	Most Specific	Most Sophisticated	Most Background Structure

Figure 1. A Contrast of Types of Primary Sources Treating Reading Research

Specific journal articles and research monographs (type 1) tend to be published with a minimum of time lag, thus offering up-to-date information which may be written in great detail, in technical language, and without a great deal of background orientation. Over a period of time, some of these documents are seen as particularly accurate or noteworthy and are included in topical or periodical reviews of research findings (type 2). Finally, information so presented and reviewed becomes incorporated into reference works (type 3) written to provide an authoritative overview of what is known about reading. Type 3 information sometimes includes implications drawn for teachers or researchers.

What importance do these distinctions have for reading personnel? In searching for information on a topic, a beginner might first consult reading texts and reference works (type 3) to obtain a nontechnical, historic, and objectively balanced overview. He might turn next to more recent summaries and reviews (type 2) for additional detail and possibly for critical reaction. Finally, he might update gained knowledge by tackling some recent research reports (type 1) dealing with the topic of interest.

Chapter 4

HOW TO KEEP UP-TO-DATE

• Nurturing the Browsing Habit

While it is good to have a tightly disciplined search strategy for locating information on a particular topic, there is also reward and excitement in browsing. Research findings indicate that teachers read little for personal or professional purposes. This situation may be due to pressure of time, lack of motivation, or absence of information about what is available or where and how to find it. Personal discovery of the *what* and *where* through a pleasurable experience may help one overcome limitations of time and motivation. For this reason, time should be set aside to explore new sources as well as current and back issues of familiar sources. Teachers, specialists, and professors can stimulate students in book previewing, library use, enrichment reading and resourceful learning by being models of these behaviors themselves.

Take a moment to look at yourself. How long has it been since you treated yourself to a wild goose chase in the library? How many hours a month do you spend flitting about the current periodicals room, roaming through the various indexes, chatting with librarians about new items on the reference shelves, or leafing through exotic topics in the card catalog?

The decision of whether one should regularly monitor key reading journals rests largely upon the frequency of appearance of articles of personal interest. Since interests differ widely, each person must decide for himself which journals will be in his "core" list. Core lists for teachers, clinicians, researchers, and supervisors would have some journals in common and others of particular interest to only one group.

One primary level teacher, after browsing through many journals, found that she received the most help from *Instructor, Grade Teacher, Reading Teacher,* and *Elementary English.* Since her school had subscriptions to *Instructor* and *Reading Teacher,* she decided to subscribe personally to the other two periodicals.

Secondary reading teachers might consider *Journal of Reading, English Journal,* and *Reading Improvement* as essential core periodicals. Clinicians, supervisors, and specialists would be interested in the same periodicals; other useful periodicals would include *Journal of Reading Behavior, Reading World,* and *Journal of Educational Psychology.* Researchers would find

additional help in a variety of journals such as *Reading Research Quarterly, Journal of Educational Research,* and *Journal of Experimental Education.*

One way to ease (back) into the browsing habit is to schedule some time each week to visit the periodicals and reference sections of the library. With pencil and index cards in hand, a five-minute session with *Current Contents: Education (CCE)* can fill more than an hour of guided browsing. This one publication provides tables of contents from more than 700 foreign and domestic education journals.

Another approach to browsing is to look at the latest issue of the monthly *Current Index to Journals in Education (CIJE)* which monitors about 700 journals in a variety of fields related to education. A few sessions will familiarize you with the topical headings best suited to your interests. See Appendix B if you want to diagnose your own ability to use *CIJE.*

Education Index, which covers about 190 journals including several popular magazines not listed in *CIJE,* can supplement *CCE* and *CIJE.*

Monthly browsing in *Research in Education* (and follow-up sessions in the microfiche reading room or with an ERIC Document Reproduction Service order blank) would put you in touch with the wide variety of nonjournal publications (speeches, curriculum guides, monographs, project reports, and research studies).

Finally, be aware of new books. Browsing the subject index to *Forthcoming Books,* skimming book review columns in journals, scanning lists of new books received, and haunting bookstores and conference displays are ways of remaining alert to available publications.

• Journal Browsing

For people short on time, some journals are more helpful than others. We recommend that you inspect the journals concerned with reading and select the ones that appeal to your particular interests. One elementary teacher, for instance, developed the following lists:

Journals I Subscribe To	Journals I Can Borrow	Journals I Have To Travel To Obtain
**Grade Teacher*	*Instructor*	*Elementary School Journal*
**Elementary English*	**Reading Teacher*	*Reading Newsreport*
	Reading Horizons	

Even with the preceding short list of journals, the busy teacher found it necessary to set priorities. She starred the three journals which she planned to read monthly. She intended to look at the other four periodicals as time permitted.

Specialists and graduate students could have similar but more extensive lists. Consult *A Guide to Information Sources in Reading,* pages 39-47, for suggested lists to monitor (see Appendix C for table of contents of the Davis volume.)

• Refining the Browsing Habit

Armed with your list of journals and the noble intent to browse regularly, you may find that a browsing schedule will help you translate desire into activity. For example, one might consider setting aside two hours each week for the sole purpose of keeping abreast of the professional literature on reading. The plan below includes journal as well as nonjournal browsing and may be adapted to meet your own personal interests and local resources. While this schedule might look formidable, teachers in training have found it to be workable and helpful in keeping them in touch with exciting ideas. Try this plan for three months before judging its merits.

A Monthly Plan for Keeping Abreast of the Professional Literature on Reading

1. Journals	*Browse the current periodicals, examining five to ten recent issues of journals of direct, personal interest. *Current Contents: Education* can be a time saver.
	*Search *Current Index to Journals in Education* and *Education Index* under descriptors of interest.
	*Find, skim, and take notes on priority articles. Make bibliography cards on articles to be read more carefully during week 4.
2. Books	*Examine offerings in "new book" displays or the library acquisitions department.
	*Browse *Forthcoming Books, Books in Print, Book Review Digest,* and general reference and education resource center reference shelves.
	*Browse the card catalog (see *Library of Congress Subject Heading List*) and high-yield call number areas in stacks and in limited loan or reserve shelves. Make bibliography cards and sign out books.
	*Talk with the library's education bibliographer.
3. ERIC Documents	*Search the most recent monthly issue of *Research in Education,* both by clearinghouse resumé cluster and by use of descriptor index. Jot down ED numbers.
	*Locate and read microfiche of priority items and/or order from ERIC Document Reproduction Service (EDRS).

4. Follow up and Exploration	•Continue unfinished searches, reading, and note-taking left over from weeks 1, 2, and 3. •Browse reference aids not used in earlier weeks (the new index to dissertations, *Psychological Abstracts*, yearbooks, and almanacs). •Read about library use and refine your own search strategy. Talk to education and reference librarians. •Explore unfamiliar library offerings such as the microforms room, newspaper room, undergraduate core collection, curriculum materials collection, and vertical files. •Discuss with colleagues ideas read and search strategies used.

Chapter 5

ERIC: THE SYSTEM AND HOW TO USE IT

Portions of this chapter by Turee Olsen and William Rupley
appeared in the May 1973 issues of
The Reading Teacher and *Journal of Reading.*

The ERIC system is a valuable resource for teachers, educational specialists, and administrators. Transcripts of speeches, topical papers, program descriptions, inservice and preservice workshop materials, conference proceedings, research reports, experimental studies, and educational journal articles are included in the ERIC system. At least 500 complete ERIC microfiche collections and numerous partial collections exist nationwide.

However, to use the ERIC system to its fullest potential, one needs a working concept of how to obtain desired information. The following descriptions and definitions of ERIC terms should help the beginning user of the system to find the information he needs. A hypothetical case study, which follows the definitions, provides a concrete example of how to use ERIC.

• Thesaurus of ERIC Descriptors

The key to the entire system is the *Thesaurus of ERIC Descriptors.* This volume, which is continuously being updated, is the source of all subject headings used for indexing and for retrieval of documents and journals in the ERIC collection. Each document entered into the system is assigned several *descriptors,* educational terms selected from the *Thesaurus,* which indicate the essential contents of the document. Descriptors noted by an asterisk delineate the major concepts of that document, while the unmarked (minor) descriptors denote concepts that receive only passing attention or minor emphasis in the document.

In cases where no descriptor term adequately describes some important feature of a document, an *identifier* term may be assigned in addition to the descriptors. Any word, name, or phrase may be an identifier and, for the most part, identifiers are useful only to information specialists and not to the average user of the ERIC system.

• Research in Education

Documents thus indexed using the descriptors and identifiers are printed in the monthly journal, *Research in Education (RIE),* published by

the National Institute of Education of the Department of Health, Education, and Welfare. About 1,000 documents from all eighteen ERIC Clearinghouses are indexed and summarized or abstracted in *RIE* each month. Each volume contains a main entry, subject, author, and institution or publisher catalog of documents.

The subject section is arranged by descriptor terms. Under each term are found those documents which have been assigned a particular term as a major (starred) descriptor. Thus, a document which has been assigned five major descriptor terms will be found in five places in the subject index. In each place, the title and six-digit (for ERIC Document) accession number are listed. Semiannual and annual compilations of RIE are also available.

- **Current Index to Journals in Education**

Articles from nearly 600 educational journals are indexed in the same manner in another ERIC publication *Current Index to Journals in Education (CIJE)*. These articles are assigned a six-digit EJ (for Educational Journal) accession number and are annotated in most cases. Semiannual and annual compilations of *CIJE* are available. Copies of the journal articles indexed in *CIJE* are not available from ERIC. They must be obtained from your library collection or from the publisher.

However, most documents abstracted in *RIE* are available from the ERIC Document Reproduction Service (EDRS) in two forms: microfiche (MF), a four by six inch microfilm card containing up to ninety-eight pages of text; or hard copy (HC), six by eight inch black and white photographically-reproduced pages in a paper binding. A few documents listed in *RIE* are not available from EDRS. In these cases, ordering information and current prices are listed in the main entry abstract.

- **A Case Study**

The following is a hypothetical case study which incorporates the previously introduced definitions and provides a step-by-step solution of a problem using the ERIC system.

Miss Brown, a fourth grade teacher, has been reading and hearing about individualized reading programs for several months. She would like to know more about individualized reading and is considering adopting this teaching approach. She is interested in practical ideas and whether individualized reading programs are generally successful. She heard about the ERIC system and plans to spend Saturday morning at the college library using the ERIC system to find information on individualized reading.

Her first step is to phrase, as narrowly and accurately as possible, the question she seeks to answer: "Is the individualized approach a practical and effective method of reading instruction for fourth graders?" Miss Brown will be looking for information on methods of reading instruction, particularly the individualized approach as it relates to elementary-level students, especially fourth graders. Her question is precise enough to answer using the ERIC system.

Her first task at the library is to determine the descriptor terms she will use to conduct her search. Miss Brown goes to the *Thesaurus of ERIC Descriptors* and first looks under the term "Reading." She finds a long list of terms under "Reading" with the list broken into smaller groups by notations outside the left margin of the column. These notations—NT, BT, RT—indicate those terms that are narrower (NT), broader (BT), or related (RT) in scope to the term "Reading." Each of the terms listed as NT, BT, or RT is itself a descriptor term. This cross-listing enables a searcher to quickly identify other possible descriptor terms that might be useful in a search. In this case, Miss Brown picks "Individualized Reading" from the NT list and "Reading Instruction" and "Reading Programs" from the RT list as the terms she feels are most applicable to her search.

She then turns to "Individualized Reading" in the *Thesaurus* and finds a short list of BT and RT terms, but she decides none are suitable for this particular search. She also sees another notation outside the left margin, SN. This indicates that a scope note (SN) is given for the term "Individualized Reading." Many, but not all, descriptor terms are given a scope note which is a definition of the way the term is used in the ERIC system.

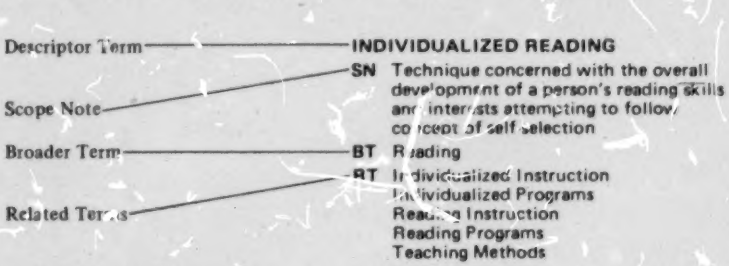


Figure 1. From *Thesaurus of ERIC Descriptors*

Two other notations used in the *Thesaurus* are Used For (UF) and Use. Both, when used, appear immediately below the term. The descriptor term, in boldface type, is to be used instead of the UF term or terms which are not authentic descriptors and are not listed in the *Thesaurus*. The UF terms are common synonyms of the descriptor term and need to be listed because both the descriptor and the UF terms are widely used in the educational community to connote same or similar ideas. By listing UF terms, the user is aware that, insofar as the ERIC system is concerned, the terms have similar definitions but are not interchangeable. UF terms are not descriptors and cannot be used as such.

The other notation, Use, indicates that the term so noted is an authentic descriptor term and is to be used instead of the term it follows in the *Thesaurus*. The first term is set in a different type style to make it immediately recognizable as a nondescriptor. The second, the Use term, is a descriptor and should be used. An example of Use and UF follows.

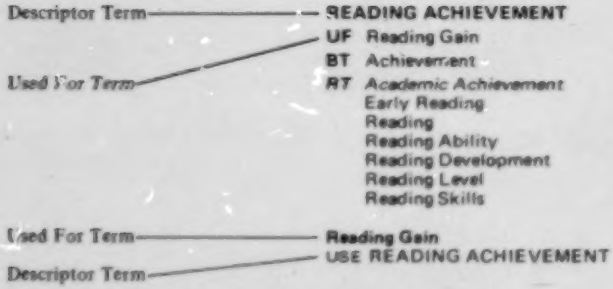


Figure 2. From *Thesaurus of ERIC Descriptors*

Miss Brown has determined the subject terms she will use and now needs to decide on appropriate population descriptions. Since she wants to limit her search to documents dealing with teaching at or near the level in which she is most interested, fourth grade, she then looks under "Elementary Education," "Elementary Grades," and "Elementary School Curriculum." She decides "Elementary Grades" is probably the best descriptor of the population for which she is seeking information.

The next step is to look under these descriptors in *RIE*. Since Miss Brown is most concerned with relatively recent information, she begins with the latest cumulative index available.

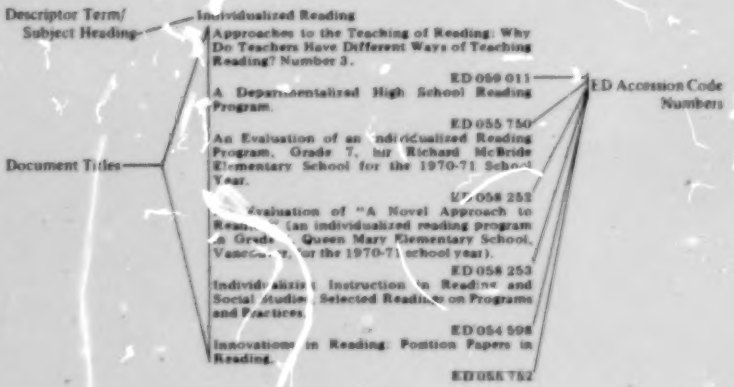

Descriptor Term/
Subject Heading
Individualized Reading
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
ED 060 011
A Departmentalized High School Reading Program.
ED 055 750
An Evaluation of an Individualized Reading Program, Grade 7, by Richard McBride Elementary School for the 1970-71 School Year.
ED 058 252
Evaluation of "A Novel Approach to Reading" (an individualized reading program in Grade ... Queen Mary Elementary School, Vancouver, for the 1970-71 school year).
ED 058 253
Individualized Instruction in Reading and Social Studies: Selected Readings on Programs and Practices.
ED 054 598
Innovations in Reading: Position Papers in Reading.
ED 055 752
Document Titles
ED Accession Code Numbers

Figure 3. Subject Index from *RIE*

By recording the ED numbers for appropriate documents listed under each descriptor term, she obtained the following list:

Individualized Reading	Reading Instruction	Reading Programs	Elementary Grades
059 011	059 852	055 741	059 841
054 598	054 916	059 840	056 836
056 752	059 840	056 844	059 840
		055 729	
		059 014	
		054 916	

By comparing the numbers under all the headings, she discovers those documents listed under more than one heading and notes these as the documents most likely to yield pertinent information—documents numbered 054 916 and 059 840, in this case. She will read these abstracts first.

She follows this same procedure for each monthly *RIE* available but not yet contained in a cumulative volume. And if she wishes to search farther back into the system, she could use the 1971, or earlier, annual cumulative volumes for this purpose.

Now she refers to the monthly *RIE*s that contain the document abstracts corresponding to the ED numbers she has recorded. By reading each of the brief abstracts, she is able to quickly determine which documents she is interested in reading in their entirety.

Those documents available on microfiche can be read on the microfiche reader in the library. If she wishes, Miss Brown can then order either microfiche or paper copy reproductions using ordering instructions available in each issue of *RIE*.

By carefully reading the abstracts of those few documents not available on microfiche, Miss Brown can determine whether she would like to obtain or purchase copies and, if so, record the pertinent ordering information included in the abstract.

When Miss Brown has discovered all the information available on her topic in *RIE*, she turns to *Current Index to Journals in Education (CIJE)* for a listing of references from educational journals relevant to her topic. Using the same descriptor terms, and the January-June 1972 cumulative volume (1972 annual compilation now available) she obtains this list of EJ numbers:

Individualized Reading	Reading Instruction	Reading Programs	Elementary Grades
046 527	046 026	046 527	None
048 122	046 527	047 897	
049 471	049 001	048 122	
049 495	049 495	049 471	
	050 596	049 495	
	050 604		
	052 111		

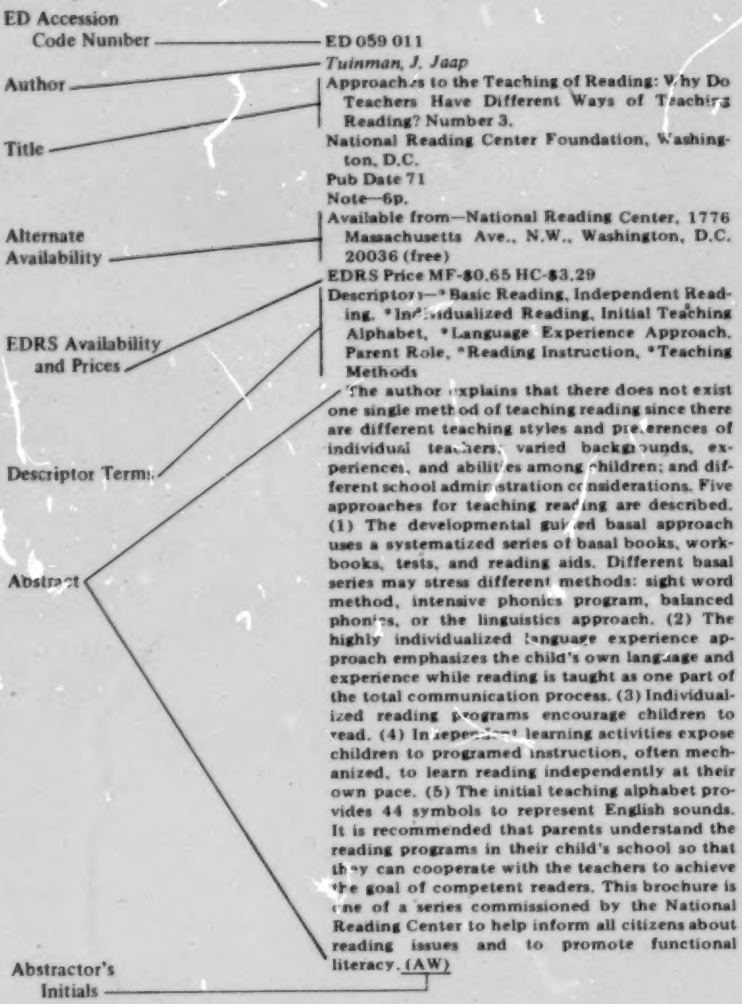

ED Accession Code Number
ED 059 011
Author
Tuinman, J. Jaap
Title
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.
Alternate Availability
Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)
EDRS Availability and Prices
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Basic Reading, Independent Reading, *Individualized Reading, Initial Teaching Alphabet, *Language Experience Approach, Parent Role, *Reading Instruction, *Teaching Methods
Descriptor Terms
Abstract
The author explains that there does not exist one single method of teaching reading since there are different teaching styles and preferences of individual teachers; varied backgrounds, experiences, and abilities among children; and different school administration considerations. Five approaches for teaching reading are described. (1) The developmental guided basal approach uses a systematized series of basal books, workbooks, tests, and reading aids. Different basal series may stress different methods: sight word method, intensive phonics program, balanced phonics, or the linguistics approach. (2) The highly individualized language experience approach emphasizes the child's own language and experience while reading is taught as one part of the total communication process. (3) Individualized reading programs encourage children to read. (4) Independent learning activities expose children to programed instruction, often mechanized, to learn reading independently at their own pace. (5) The initial teaching alphabet provides 44 symbols to represent English sounds. It is recommended that parents understand the reading programs in their child's school so that they can cooperate with the teachers to achieve the goal of competent readers. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. (AW)
Abstractor's Initials

Figure 4. Main Entry from *RIE*

There is no need to refer to the monthly issues of *CIJE* as each cumulative volume, in contrast to *RIE*, contains a Main Entry section. Each entry lists complete title; author; source (journal title, volume number, date, page number); assigned descriptor terms; and, particularly in cases where the content is not clear from the title, a brief annotation.

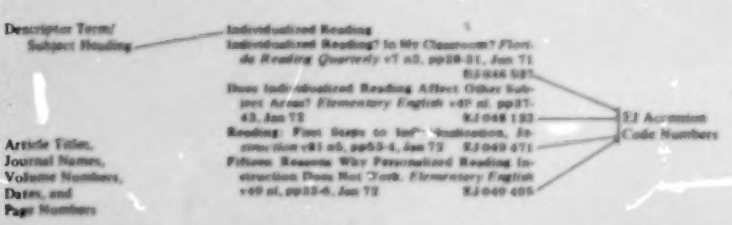


Figure 5. Subject Index from *CIJE*

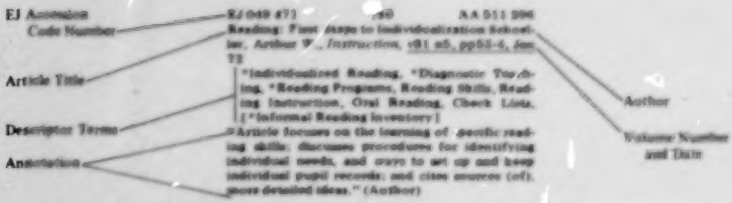

EJ Accession
Code Number
EJ 049 671
AA 511 396
Reading: First Steps to Individualization School-
ing, Arthur W., Instruction, v81 n5, pp53-6, Jan
71
Article Title
*Individualized Reading, *Diagnostic Teach-
ing, *Reading Programs, Reading Skills, Read-
ing Instruction, Oral Reading, Check Lists,
[*Informal Reading Inventory]
Descriptor Terms
Annotation
Article focuses on the learning of specific read-
ing skills; discusses procedures for identifying
individual needs, and ways to set up and keep
individual pupil records; and cites sources (of)
more detailed ideas." (Author)
Author
Volume Number
and Date

Figure 6. Main Entry from *CIJE*

By recording the essential reference information, she can find the appropriate journals in the library and read the entire article. Since the contents of journals are copyrighted, copies of articles are not available through the ERIC system.

By now, Miss Brown has accumulated materials describing programs using the individualized approach to reading instruction, articles and documents outlining components of the approach and suggestions for implementing such an approach, and even an article describing the program and detailing the reasons the individualized reading approach failed in one school district. With the information she has found in the ERIC system, Miss Brown is better able to answer her question: "Is the individualized approach a practical and effective method of reading instruction for fourth graders?" Her Saturday morning at the library has been profitable.

Other Resources

Low cost computer searches of the ERIC system are available throughout the country from both public and private search services and Miss Brown could have used one of these services had she so desired. For availability of these computer search facilities, contact your local or state board or department of education, a nearby college or university library, or a school of education.

Another source of information is the ERIC Clearinghouses, each concerned with information analysis in a specialized field of educational interest. The staff of ERIC/RCS, for instance, produces short, current bibliographies on selected topics and articles for several professional journals in the communication field. The Clearinghouse also commissions "state of the art" papers analyzing and reflecting the current state of knowledge in a given area. Other Clearinghouse publications include longer bibliographies and annotated topical indexes.

If you are near one of the Reading Resource Centers (RRC)—mini-clearinghouses affiliated with ERIC/RCS located at 75 teacher-training colleges and universities—check their facilities for information on topics of interest to the reading profession. The staff at each RRC will also be able to answer your questions regarding the use of the ERIC system.

If you are still unsure of how the ERIC system works and how it can help you, ask the librarian at the ERIC collection for assistance. Or you can write for a copy of an illustrated step-by-step introduction to the system entitled "How to Use ERIC." Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0796—$.35), this 15-page booklet describes the tools of the system and outlines a personal search in much the same manner as this article.

Or easier still, take this article with you to the library and follow Miss Brown's example.

Chapter 6

HOW TO DO A TOPICAL SEARCH

In the Introduction to this volume, three purposes for consulting the professional literature were isolated: to keep up-to-date, to do a topical overview search, and to do an in-depth search on a topic. In this chapter, the authors present one rather detailed strategy which can be modified to provide the reader with a plan for either an overview or an in-depth search.

To provide an overview of the steps to be discussed, the following outline indicates the five general phases and eighteen steps recommended. For more detailed information, consult a reference librarian, examine manuals on how to write a term paper, or read chapters of textbooks dealing with methods of reviewing the literature. Three helpful sources include: *Understanding Educational Research: An Introduction* by Deobold Van Dalen and William Meyer (McGraw, 1966); *Research in Education* by John Best (Prentice-Hall, 1970); and *Educational Research: An Introduction* by Walter Borg and Meredith Gall (McKay, 1971).

Do not be overwhelmed by the long outline which follows. More steps have been suggested than anyone would ever use on a particular search. It is up to you to do the deletion and modification needed to arrive at a satisfactory approach to your own search problems. At the end of the chapter, guidelines will be discussed for choosing the depth and sequence of your library reference work.

STEPS IN A TOPICAL SEARCH OF THE LITERATURE

Phase One Initial Quest Clarification

1. State questions to be answered
2. List potentially useful index terms

Phase Two Choice of Search Strategy

3. Decide on bibliography and note card format
4. Design a tentative search strategy
5. Construct bibliography progress charts

Phase Three Orientation to Topic and Building of Bibliography

6. Read overview treatments of topic
7. Search the card catalog
8. Search bibliographies and publication lists
   a. IRA Annotated Bibliography Series
   b. ERIC/CRIER Reading Review Series Bibliographies
   c. ERIC/CRIER + IRA Reading Research Profiles Series
   d. Bibliographies of the ERIC Clearinghouse on Reading and Communication Skills
   e. Publication lists of various organizations
9. Search *Current Index to Journals in Education*
10. Search *Education Index*
11. Search *Research in Education*
12. Search *Pacesetters in Innovation*
13. Search for doctoral dissertations and masters theses
14. Search other information sources

Phase Four Review of Questions, Strategy, and Bibliography

15. Consult with an expert on topic
16. Consult with an education reference librarian

Phase Five Notetaking and Bibliography Refinement

17. Decide whether to begin notetaking in earnest
18. Set priorities and organize bibliography cards for notetaking
19. Systematically take notes, refining above steps as necessary

• Phase One Initial Quest Clarification

1. State Questions to be Answered

Force yourself to write out precise questions which limit your topic. Try to be realistic in terms of the specificity you need, the time you have for working, and the complexity of the topic. Save these questions for revision as subsequent reading alters your thinking.

2. List Potentially Useful Index Terms

On scratch paper, list as many terms as you can which seem directly related to the questions as you have conceived them. Then go to secondary treatments of your topic to see what words authors and indexers have used to guide persons to the information you desire.

One approach for obtaining a wide sampling of descriptors, subject headings, and key index terms is to construct a checklist such as the one given in Figure 1. Begin using the checklist by determining whether any of the terms on your scratch list are official terms listed in the *Thesaurus of ERIC Descriptors*. As you discover the broader, narrower, and related

	a	*b*	*c*	*d*	*e*	*f*
1. Dyslexia	x				x	x
2. Aphasia	x				x	
3. Language Handicapped	x					
4. Neurologically Handicapped						
5. Reading Difficulty	x				x	x
6. Learning Disabilities	x				x	x
7. Reading Failure	x					
8. Remedial Reading	x					x
9. Pattern Recognition	x					
10. Reading Diagnosis	x				x	
11. Retarded Readers	x					
12. Kinesthetic Methods	x					x
13. Minimally Brain Injured	x					
14. Neurological Organization	x				x	
15. Lateral Dominance	x				x	x
16. Psychomotor Skills	x					
17. Character Recognition	x					
18. Perception	x				x	x
19. Tracking	x					
20. Symbolic Learning	x					
21. Perceptual Motor Coordination	x				x	
22. Eye-Hand Coordination	x					
23. Remediation of Dyslexia					x	
24. Motor Skills					x	
25. Minimal Brain Dysfunction Syndrome						x
26.						
27.						
28.						
29.						

Key *a* *ERIC Thesaurus*
b Goods' *Dictionary of Education*
c *Library of Congress Subject Heading List*
d *Education Index*
e Klauger & Kolson, *Reading and Learning Disabilities* (1969)
f Harris, *How To Increase Reading Ability* (1970)

Figure 1. Checklist of Key Terms

terms in the *Thesaurus*, list them across the top and place checkmarks in the *a* line. Next, turn to a dictionary or an encyclopedia of education and try to look up these same terms (as well as terms on your scratch list) placing checkmarks in the *b* line under the columns of words actually used in this second source. Across the top, add terms which are used in the dictionary, even if they are not used in the *Thesaurus*. Similarly, place checkmarks and add terms according to words you find used in *c*, the *Library of Congress Subject Heading List*, *d* a cumulative issue of *Education Index*, and *e*, *f* indexes of selected appropriate textbooks. Such a checklist will indicate the various labels used for your topic and may save you from returning to a source to search a term you had not considered the first time you searched.

Now reread your questions. Do you think they can be answered by information found under the descriptor terms you have listed? If not, maybe you should rephrase your questions, reorient your search, or find better descriptors.

It is often worthwhile to brainstorm with a librarian for additional subject headings which you might not have considered; for instance, terms which are used in fields allied to education.

Phase Two Choice of Search Strategy

3. Decide on Bibliography and Note Card Formats

The size, format, amount, style, and type of entries for both bibliography and note cards should be standardized early in your search so that time need not be wasted in revisions. After consulting style manuals, you might want to keep a running log of your decisions concerning abbreviations, sequence of information, and punctuation. Chapter 7 includes sample bibliography and note cards and suggests a method of relating note and bibliography cards in an integrated system.

4. Design a Tentative Search Strategy

From Steps 1 and 2, you have gained a beginning feel for what information you want and the headings under which the information can be found. Now is the time to make a preliminary decision about the extensiveness of your search. Which of Steps 6 through 18 are appropriate for you to follow? In what sequence? With what emphasis? Which bibliographies should be consulted? Should you begin by taking notes or wait until you have collected a number of references on your bibliography cards?

Outline a plan of attack for yourself—a schedule of self-imposed deadlines, specifying as best you can how many hours you intend to spend on which steps. This schedule will be open to revision, but having a tentative plan can ease your mind. Consulting *A Guide to Information Sources on Reading* for specific review sources could save you much time at this point in your search.

5. Construct Bibliography Progress Charts

As a final preparation for starting the literature search itself, you might make a progress chart for each of the series of indexes you plan to use. Figure 2 shows a sample progress chart developed for searching *Current Index to Journals in Education* for selected descriptors. You might have a similar sheet for *Research in Education*, for *Education Index*, and for *Doctoral Dissertation Abstracts* to help you remember which terms you had searched in which volumes. If occasion arises later to update or extend the search, progress charts are handy for explaining to others what you have accomplished.

	Volumes I Have Checked				
ERIC Descriptors	4/74	3/74	2/74	9/73	Vol. 2
Dyslexia	x	o	o	x	x
Neurological Handicapped	x	o	o	x	x
Learning Disabilities	x	x	x	o	x
Pattern Recognition	o	x	o	x	
Kinesthetic Methods	x	o	o	x	x
Neurological Organization	x	o	o	x	o

Key x = I have checked this descriptor in the particular volume and have made bibliography cards.

o = I have checked this descriptor in the particular volume but have found no useful citations.

blank = I have not checked the descriptor in that volume yet.

Figure 2. Sample Progress Chart for Use in Searching *CIJE*

In Figure 2, the descriptors come from the *a* line of Figure 1 and represent a sample of the official ERIC terms one person checked in the subject index sections of certain monthly and cumulative issues of *CIJE*.

• Phase Three Orientation to Topic and Building of Bibliography

6. Read Overview Treatments of Topic

In beginning a topical search, it is generally wise to consult a few general articles which afford an overview of the topic and an introduction to major ideas and publications.

a. References for reviews of research findings may be found in *A Guide to Information Sources for Reading* compiled by Bonnie Davis (pages 25-37) and in *Reading Research: Methodology, Summaries, Applications* by Leo Fay.

b. Summary articles may also be found in general references such as *Encyclopedia of Education, Encyclopedia of Educational Research, Handbook of Research on Teaching,* and *The Teachers Handbook.*

As you browse through these references, be alert for landmark studies and for references to particularly good summaries and bibliographies. Begin making bibliography cards for sources you might like to skim later. If you are sure you will include information you find, make notecards as well as bibliography cards and follow the appropriate format suggestions from Chapter 7. You may, however, wish to merely indicate on the bibliography card the general contents of the source as a guide for notetaking later.

When you feel you have an adequate overview, reread your original search questions and your list of key terms. Does either one need modification?

7. Search the Card Catalog

a. Use the index terms you listed from the *Library of Congress Subject Heading List* to search the subject cards.

b. For each title you think might be relevant, make a preliminary judgment as to whether it is worth the time necessary to write a bibliography card or a signout slip as a means of guiding you to the book in the library stacks. (See recommendations on bibliography card format in Chapter 7.)

c. As you proceed, you might jot down a list of the most frequently used call numbers so that later, as a doublecheck, you can find shelf areas of the stacks or reserve shelves you might wish to browse.

d. When you have finished searching the obvious subject headings, either locate, read, and take notes on high-priority references or move on to other bibliography-building steps, saving notetaking until you have a wider selection of references from which to choose.

e. If a book is not in its proper location in the stacks, do not give up. Check a circulation printout, if one is available, to determine whether someone has signed it out. A librarian can tell you whether you can have the book recalled and may be able to search through returned, unshelved books to help you locate the volume.

8. Search Bibliographies and Publication Lists

You now have the titles of some well-known sources and books which the library supposedly has on hand. Before searching the extensive journal and other literature through indexes, we suggest that you look at some of the annotated bibliographies designed specifically to give guidance to persons interested in certain topics. The following four bibliography series could save time and ensure coverage of important sources:

a. International Reading Association (IRA) Annotated Bibliography Series

- Find the Bibliographies most closely related to your topic by examining an IRA Publications List.
- Unless you plan to borrow or want to use other libraries, make bibliography cards for articles from journals only if you have determined that the library subscribed to them during the period including the issue dates you located. Some librarians have a Serials Printout list which gives call numbers for all journals subscribed to by the library and the span of the subscription years.
- Check book titles against the bibliography cards you made from the card catalog so that by mistake you do not make two cards for the same book.
- If you find relevant books for which you do not have a bibliography card, make a card and then mark it with a special colored tab (or keep it separated from the other cards) to indicate that you should recheck the card catalog for it or try to borrow the book elsewhere.

b. ERIC/CRIER Reading Review Series

Before the establishment by the Education Resources Information Center (ERIC) Clearinghouse on Reading and Communication Skills (ERIC/RCS), its predecessor, the Clearinghouse on Reading (ERIC/CRIER), developed a series of twenty-nine topical bibliographies available on microfiche and listed in the booklet *Reading Resources for the 70s.* (The bibliographies differ widely in types of sources and they seem to be better for browsing or for use in extensive searches than for use when time is a factor.)

c. ERIC/CRIER and IRA Reading Research Profile Series

This series of bibliographies puts into more useful form items found in the bibliographies noted in the Reading Review Series. These booklets of annotated citations provide excellent follow-up sources to the IRA Annotated Bibliographies.

d. Bibliographies of the ERIC Clearinghouse on Reading and Communication Skills

For a list of all clearinghouse publications, including special topical bibliographies, write to ERIC/RCS, 1111 Kenyon Road, Urbana, Illinois 61801.

e. Publication Lists of Various Organizations

In addition to the bibliography series, announcements of publications available for purchase from several reading related organizations might be consulted (see Davis, pp. 79 and 113-115).

In the most recent International Reading Association list, for example, about one hundred titles in several series are indexed into broad

subject headings. Although you already may have found many of these books and pamphlets as you searched your library card catalog, the IRA list may suggest additional documents to borrow or purchase.

9. Search *Current Index to Journals in Education*

As you know from the sample Progress Chart for *CIJE* included in Step 5, this publication uses indexing terms from the *Thesaurus of ERIC Descriptors*. You might want to begin with the recent monthly issues and extend your search back in time to the bound semiannual and annual cumulative issues. Before making out a full bibliography card, you might save labor by checking the library's serials printout or card catalog to be sure copies are available for each journal during relevant years.

10. Search *Education Index*

While covering fewer journals than *CIJE*, *Education Index* covers sources appearing before 1969 when *CIJE* began and has different journal coverage, indexing terminology, and format.

11. Search *Research in Education (RIE)*

The monthly, annual, biannual, and cumulative issues of *RIE* list a wide range of speeches, research reports, monographs, and books in the non-journal literature. Like *CIJE*, *RIE* uses the ERIC descriptors as subject headings.

A librarian can show you how to find the entries available on microfiche, how to operate microfiche readers and printers, and how to check for citations found in cumulative issues. The resumé located in the monthly issue initially announces the document.

In the spring of 1972, ERIC began issuing a quarterly bibliography series dealing with various topics and using the general title *Current Topics in Education*. Topic number 13 deals with "Teaching and Training for the Teaching of Reading" and includes citations from both *CIJE* and *RIE* under one cover for a three-month span. Unfortunately, the small print is difficult to read.

12. Search *Pacesetters in Innovation*

For the fiscal years 1966-1968, this index contains information about Projects to Advance Creativity in Education (PACE), proposals for funding under the Elementary and Secondary Education Act. Many of these projects deal with reading. Ask librarians for help in using the index and in locating microfiche.

13. Search for Doctoral Dissertations and Masters Theses

a. *Doctoral Dissertation Abstracts* may be of some value to you even if your library does not have many full dissertations on hand. You would probably be wise to have a librarian help you understand how the organization of topics and the titles of the indexes have shifted over the years.

b. Larger libraries may have the extensive *Dissertation Abstracts International Retrospective Index* (Xerox, 1970). Volumes 7, 8, and 9 can save time in locating abstracts by use of keywords used in titles. To bring this index up-to-date, recent volumes may be searched by consulting annual and monthly indexes.

c. A computerized DATRIX search is available for a printout of all dissertation citations containing requested keywords. Librarians can determine whether factors of time, topic, expense, and alternatives indicate that a DATRIX search is worthwhile for your project.

d. Be aware that some universities have their own microform services and do not forward abstracts for reproduction through *Dissertation Abstracts International.*

e. You may want to consult *Masters Theses in Education* and various indexes of masters theses and doctoral dissertations produced at particular colleges and universities.

f. Phi Delta Kappa's *Studies in Education* each year lists dissertations recently completed and in progress as of its annual compilation date. In some cases, it may be worthwhile to write to persons recently engaged in studies on your topic.

14. Search Other Information Resources

Audiovisual services and independent study centers on many college campuses have materials worth exploring. Public and private reading clinics may be of assistance. Some libraries have bibliographies housed in curriculum boxes or special vertical files.

Is there a Reading Resource Center near you? Write ERIC/RCS, 1111 Kenyon Road, Urbana, Illinois 61801 for a list of these information service centers. You may also wish to be placed on the mailing list for *The ERIC/RCS Newsletter.*

• Phase Four Review of Question, Strategy, and Bibliography

15. Consult with an Expert on your Topic

Someone who has time to keep abreast on the topic you are searching might happen to know of 1) additional indexes, bibliographies, and research review articles that you somehow had not discovered and 2) specific books, articles, or speeches which you had not located. In addition, an expert might be able to help you with any rethinking of your questions or organizing of the notes you hope to take, and he may also have tips on the last stages of your search strategy. Show him what you have done, and ask him what additional searches he, himself, might do.

16. Consult with an Education Reference Librarian

Such a person will be most helpful in looking over all you have done and suggesting any unused resources.

• Phase Five Notetaking and Bibliography Refinement

17. Decide Whether to Begin Notetaking in Earnest

a. Are your search questions defined well enough to enable you to decide which bits of information are relevant?

b. Is there enough definite information to make it worthwhile to pursue the topic?

c. Do the index terms and organizational headings observed while following the suggestions in phase two provide you with a useful set of subject headings to standardize for your notecards (see Chapter 7)?

18. Set Priorities and Organize Bibliography Cards for Notetaking

Because we usually find many more interesting references than we have time to locate and read, we must be selective. Although you may already have made some notecards, by now you have many more bibliography cards than you can adequately process. Go through these cards, read notes you have written, and try to isolate those references which promise to be most helpful. Sort the cards into piles according to explicit criteria which make sense in terms of local conditions. You may wish to cluster cards according to consideration of the following:

The call number location on shelves
The probable degree of helpfulness
The need to use microform room
The need to order from interlibrary loan
The need to use the current periodicals room
The degree of complexity of treatment (read elementary treatments early to build background for absorbing technical discussions later)
The restriction of use to reserve reading room or limited loan collection

If you can discriminate priority references and develop a sensible sequence, you may save a great deal of time by first taking notes on the best articles.

19. Systematically Take Notes

Chapter 7 gives some suggestions about notetaking practices. Even as you are quoting or paraphrasing ideas for inclusion in your speech or report, you may come across additional references. Your bibliography, then, will continue to grow and you will find that you are concurrently locating new sources as you take notes on priority references.

This is the last step outlined here since from this point on your emphasis will be on composition rather than on location of documents.

• Modifying the 19-Point Search Strategy

A number of changes in the recommended steps could sensibly be made to make them more suitable for an individual's needs. For a fairly quick

overview of a new area, for instance, you might concentrate on selected steps only. Numbers 6, 7, 9, and 11 might well suffice for some purposes.

For certain persons, steps 15 and 16, conferences with experts and with librarians, might better come early in the search.

With regard to steps 6 through 14, it would be possible to write bibliography cards for references in one index and then to immediately locate and take notes on these references before going on to other indexes. The value would be in immediate determination of what is available in sources soon after reading about them; the danger would be that you would become so involved in locating and notetaking activities that you might never find out about better sources in other indexes.

Experience in searching the literature will give you a feel for how you may best work in your own setting and for your own purposes. Adapt the proposed steps to meet your own particular needs.

Chapter 7

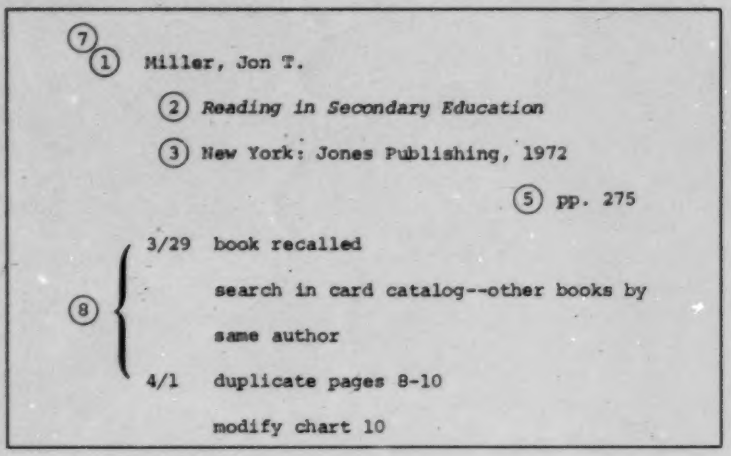
BIBLIOGRAPHY AND NOTETAKING STRATEGIES

Notetaking is not an end in itself, but it is a means of furthering the whole investigative process. Carefully written notes enable you to review and to reconsider ideas read at an earlier time in light of those read more recently.

Nonselective, unsystematic notetaking can sometimes be more of an obstacle than an aid to the researcher. A truly workable, effective notetaking system is a highly individual undertaking. However, the following bibliographical and topical notetaking procedures are worthy of consideration.

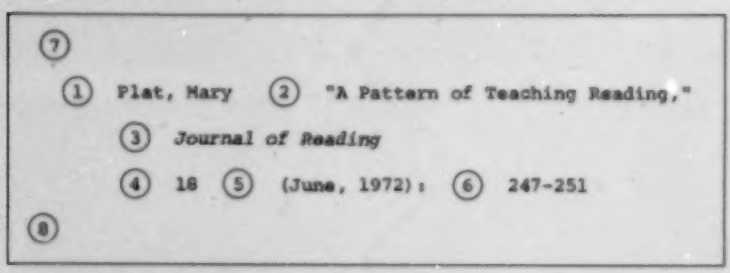
• Information on Bibliographic Notes

Bibliographic card for a book



1. full name of author
2. full name of the work (in italics)
3. place, publisher, and publication date of the book
4. edition, if given
5. total pages and/or particular pages used
6. volume and part numbers, if given
7. library call number
8. process notes—quick annotations to assist you

Bibliographic card for a periodical or newspaper article



1. full name of author
2. full title of article in quotation marks
3. name of publication (in italics)
4. volume number
5. date of issue
6. number of initial page or range of pages the article covers
7. library call number
8. process notes—quick annotations to assist you

• A Suggested Method for Taking Notes

1. Skim the reference before copying any notes; select most significant material.
2. Use 5" x 8" index card. The larger size allows for cutting and pasting of mechanically reproduced quotes.
3. File each note card under a definite topic or heading. Write the subject heading at the top of the card for ease in filing. Some people write the headings in pencil since they may change.
4. Limit yourself to one topic per card—this allows for flexible organization. If notes are long, number cards consecutively and place a rubber band around them before filing.
5. Ascertain that notes are clear and concise since you may not use them for a long period of time after you have written them.
6. Do not plan to recopy or type your notes—this wastes time and increases the possibility of error.
7. Consider designing your personal library reference kit which might include:

   file cards
   manila folders for mechanically reproduced articles
   rubber bands
   stapler and staples
   pens, pencils, scissors, rubber cement
   post cards (to write for free materials)
   colored tab markers for index cards
   nickels and dimes (for duplicating machines)
   erasers
   candy bars (for energy!)

8. Keep a permanent file of your notes arranged alphabetically by subject heading. They may be useful in writing other reports.

- **Main Categories of Reading Reference Notes**

1. Quotation
   Reader records exact words of an author
   Reader encloses words in quotation marks
   Reader indicates exact page reference
2. Paraphrase
   Reader restates author's ideas in his own words
3. Summary
   Reader condenses the contents of the article
4. Evaluation
   Reader interprets what author says
   Reader records his own reaction
   Reader indicates disagreement/agreement

The preceding categories should be reviewed before the researcher begins the task of writing notes. He might ask himself: "How will I decide whether to paraphrase or to quote the author?" The answer to this question may be decided as the reader sifts through the materials and begins to carefully read them. But it is advisable, while doing a preliminary skimming of the references, to keep in mind the kinds of reference notes possible.

Sample Note Card

(Subject Heading)	(Author's name, year)
DYSLEXIA	Smith, 1970
(Page Number)	
p. 68	

Author discusses dysgraphia . . . . It becomes a crippling factor as it brings student into conflict with tradition, particularly left-to-right pattern of American literacy. More difficult cursive letter forms–those involving closed, circular elements (d, b, p, q, f, g, a, e, o). Equally difficult–letters requiring a change in direction of hand movement (c, h, j, t, z).

Classroom teachers–develop 2 skills of observation to detect dysgraphia quickly–1) observe child at work, 2) learn to recreate

child's writing style by tracing over the student's handwriting, observing flaws in directionality and discovering where writing breaks down for child.

Your reactions/personal comments: For example, how will you use this note card? What is your fleeting impression of what you have read?

Do keep in mind that the bibliography card and the note card parallel each other for much of the search.

In the early stages of your search you should decide the following:

- Are your search questions well defined?
- Is there enough information to justify pursuing the topic?
- Do the index terms and organizational headings provide a set of subject headings?

If you can answer all the above questions affirmatively, then continue with the search.

Finally, consider the following additional questions before beginning the notetaking task:

- Are you going to color-code your cards with tabs?
- Will you write slugs (subject headings) as you make notes or will you do this at some later date?
- Will you type or write in longhand?
- Will you use some form of speed writing or symbol writing?
- Will you be duplicating entire pages instead of sorting information onto note cards? If you decide to duplicate an entire page, how can you work this into your paper?
- Will you label the duplicated materials like note cards?

Chapter 8

CONCLUDING COMMENTS

The intent of this booklet is to enhance the reader's awareness of the value of a thorough, systematic search of the professional literature on reading; suggest some sources and strategies for introductory, in-depth, and current awareness searches; and attempt to help the reader refine a sequence of search activities which can grow into a personally satisfying habit of locating worthwhile information.

The authors recommend that you map out a three-month trial period during which you try to build personal monitoring and search strategies based on suggestions in this booklet. You may wish to start by personalizing "Steps in a Topical Search of the Literature" found in Chapter 6 and, when occasion arises for a topical search, build a search strategy based on those steps.

In learning to use the professional literature, users may be disappointed to find some poor quality in the design and reportage of published research studies. They also may be dismayed by the redundancy in the nonresearch literature. We urge you to approach the professional literature critically and with a sense of perspective, refining your techniques for pinpointing quality documents.

Readers should learn to critique research reports according to a personally meaningful evaluation checklist. We suggest that you complement your information retrieval skills with critical reading skills. The checklist included in Appendix D is one of many you may find helpful in evaluating educational research.

If this booklet has piqued your curiosity, stimulated you to read more professional literature, and helped build your monitoring and searching skills, it will have served its purpose well.

Happy searching!

APPENDIX A

Sample Pages from *The Thesaurus of ERIC Descriptors*

Copyright by Macmillan Information

READERS THEATER 030
BT Theater Arts
RT Acting
Creative Dramatics
Creating Reading
Interpretive Reading

READINESS 010
SN Preparedness to respond or react
NT Handwriting Readiness
Integration Readiness
Learning Readiness
Readiness (Mental)
Reading Readiness
RT Ability
Maturation
Measurement

READINESS (MENTAL) 180
BT Readiness
RT Attitudes
Learning Readiness
Maturation
Measurement
Motivation
Reading Readiness
School Readiness Tests

READING 440
NT Applied Reading
Basic Reading
Beginning Reading
Content Reading
Creative Reading
Critical Reading
Developmental Reading
Directed Reading Activity
Early Reading
Elective Reading
Factual Reading
Functional Reading
Group Reading
Independent Reading
Individualized Reading
Individual Reading
Interpretive Reading
Lipreading
Music Reading
Oral Reading
Rapid Reading
Recreational Reading
Remedial Reading
Silent Reading
Speed Reading
Story Reading
BT Language Arts
Literacy
RT Braille
Character Recognition
Cloze Procedure
Context Clues
Diacritical Marking
Initial Teaching Alphabet
Inner Speech (Subvocal)
Pacing
Pattern Recognition
Reading Ability
Reading Achievement
Reading Assignments
Reading Centers
Reading Clinics
Reading Comprehension
Reading Consultants
Reading Development
Reading Diagnosis
Reading Difficulty
Reading Failure
Reading Games
Reading Habits
Reading Improvement
Reading Instruction
Reading Interests
Reading Level
Reading Materials
Reading Processes
Reading Programs
Reading Readiness
Reading Readiness Tests
Reading Research
Reading Skills
Reading Speed
Reading Tests
Retarded Readers
Sequential Reading Programs
Telegraphic Materials
Vocabulary

READING ABILITY 440
NT Reading Skills
Reading Speed
BT Language Ability

RT Cloze Procedure
Informal Reading Inventory
Reading
Reading Achievement
Reading Comprehension
Reading Development
Reading Diagnosis
Reading Level

READING ACHIEVEMENT 440
UF Reading Gain
BT Achievement
RT Academic Achievement
Early Reading
Reading
Reading Ability
Reading Development
Reading Level
Reading Skills

READING ASSIGNMENTS 440
BT Assignments
RT Reading

READING CENTERS 210
BT Educational Facilities
RT Reading
Remedial Reading

READING CLINICS 210
NT Remedial Reading Clinics
BT Clinics
RT Reading

READING COMPREHENSION 440
BT Comprehension
Reading Skills
RT Cloze Procedure
Content Reading
Context Clues
Factual Reading
Informal Reading Inventory
Literary Discrimination
Readability
Reading
Reading Ability
Reading Development
Reading Skills
Word Recognition

READING CONSULTANTS 380
BT Consultants
RT Reading

READING DEVELOPMENT 130
BT Language Development
RT Adult Reading Programs
Basic Reading
Directed Reading Activity
Factual Reading
Readability
Reading
Reading Ability
Reading Achievement
Reading Comprehension
Reading Habits
Reading Processes
Reading Skills
Reading Speed
Vocabulary Development

READING DIAGNOSIS 440
BT Educational Diagnosis
RT Etiology
Reading
Reading Ability
Reading Tests

READING DIFFICULTY 440
UF Reading Disability
BT Language Handicaps
RT Dyslexia
Learning Disabilities
Reading
Reading Failure

Reading Disability
USE READING DIFFICULTY

Reading Enjoyment
USE LITERATURE APPRECIATION

READING FAILURE 440
BT Academic Failure
RT Reading
Reading Difficulty

Reading Gain
USE READING ACHIEVEMENT

READING GAMES 510
BT Educational Games
RT Reading
Reading Instruction
Reading Materials

READING HABITS 440
BT Behavior Patterns
RT Habit Formation
Language Development
Reading
Reading Development
Reading Skills
Study Habits

READING IMPROVEMENT 440
BT Improvement
RT Reading

READING INSTRUCTION 270
UF Teaching Reading
NT Language Experience Approach
BT Language Instruction
RT Adult Reading Programs
Braille
Content Reading
Directed Reading Activity
Early Reading
Experience Charts
Individualized Reading
Initial Teaching Alphabet
Kinesthetic Methods
Large Type Materials
Oral Reading
Phonics
Readability
Reading
Reading Games
Sight Method
Silent Reading
Structural Analysis
Talking Books

READING INTERESTS 040
BT Interests
RT Readability
Reading
Recreational Reading

READING LEVEL 440
BT Achievement
RT Readability
Reading
Reading Ability
Reading Achievement

READING MATERIALS 440
NT Large Type Materials
Supplementary Reading Materials
RT Basic Reading
High Interest, Low Vocabulary Books
Informal Reading Inventory
Instructional Materials
Paperback Books
Publications
Publishing Industry
Reading
Reading Games
Reading Material Selection
Science Materials
Sight Method
Student Developed Materials
Teacher Developed Materials
Telegraphic Materials
Textbooks

READING MATERIAL SELECTION 440
RT Media Selection
NT Instructional Materials
Library Material Selection
Reading Materials

READING PROCESSES 310
BT Cognitive Processes
RT Basic Reading
Reading
Reading Development

READING PROGRAMS 440
NT Adult Reading Programs
Remedial Reading Programs
Sequential Reading Programs
BT Programs
RT Basic Reading
Individualized Reading
Language Experience Approach
Reading

Reading Rate
USE READING SPEED

READING READINESS 180
BT Readiness
RT Basic Vocabulary
Beginning Reading
Directed Reading Activity
Readiness (Mental)
Reading
Reading Readiness Tests
School Readiness Tests

READING READINESS TESTS 520
BT Reading Tests
RT Reading
Reading Readiness
School Readiness Tests

READING RESEARCH 450
BT Educational Research
RT Readability
Reading

READING SKILLS 010
NT Reading Comprehension
BT Language Skills
Reading Ability
RT Adult Literacy
Cloze Procedure
Critical Reading
Directed Reading Activity
Eye Movements
Eye Voice Span
Factual Reading
Literacy
Literary Discrimination

Oral Reading
Phonics
Rapid Reading
Reading
Reading Achievement
Reading Comprehension
Reading Development
Reading Habits
Reading Speed
Sight Method
Silent Reading
Speed Reading
Word Recognition
Word Study Skills

READING SPEED 440
UF Reading Rate
BT Reading Ability
RT Rapid Reading
Readability
Reading
Reading Development
Reading Skills
Speed Reading

READING TESTS 520
UF Reading Test Scores
NT Informal Reading Inventory
Reading Readiness Tests
BT Achievement Tests
RT Reading
Reading Diagnosis

Reading Test Scores
USE READING TESTS

Reading Texts
USE TEXTBOOKS

REAL ESTATE 210
RT Landlords
Land Use
Property Appraisal
Real Estate Occupations
School Location
Site Selection
Zoning

Real Estate Appraisal
USE PROPERTY APPRAISAL

REAL ESTATE OCCUPATIONS 350
BT Occupations
RT Buildings
Housing
Housing Industry
Housing Management Aides
Landlords
Real Estate
Sales Occupations

REALIA 050
BT Audiovisual Aids
RT Exhibits

REALISM 260
BT Art Expression
Literary Styles
Philosophy
RT American Literature
Art
Dialogue
Drama
English Literature
Essays
Fiction
Literary Analysis
Literary Criticism
Literary Genres
Novels
Poetry
Prose
Religion
Short Stories
Twentieth Century Literature

RECALL (PSYCHOLOGICAL) 310
BT Thought Processes
RT Connected Discourse
Cues
Learning
Learning Processes
Mediation Theory
Memorizing
Memory
Mnemonics
Primacy Effect
Recognition
Retention
Surrealism
Visualization

Recall Ratio
USE RELEVANCE (INFORMATION RETRIEVAL)

RECEPTIONISTS 380
BT Clerical Workers
RT Business Education
Office Occupations Education

Receptive Communication
USE RECEPTIVE LANGUAGE

RECEPTIVE LANGUAGE 080
UF Receptive Communication
BT Language
RT Communication (Thought Transfer)
Communication Skills
Expressive Language
Psycholinguistics

APPENDIX B

Ability to Use *Current Index to Journals in Education*

A Self-Diagnostic Checklist

Place checks in the most appropriate column for each of the eleven items listed below.

Column 1 = I am proficient.
Column 2 = I need review.
Column 3 = I need the basics.

1	2	3	
			1. Identify each of the following: *CIJE*, *RIE*, ERIC, EJ, EJ Accession number, ERIC *Thesaurus*, Descriptor Groups, Main Entry Annotation.
			2. Write the names of the four main sections of *CIJE* and describe how each could be helpful in finding information.
			3. Identify all the symbols used in the four sections.
			4. Describe the notetaking format you actually used, if any, when you consulted each of the four sections, identifying what information is really necessary to record and why.
			5. Identify each of the following: Descriptors, rotated descriptor display, USE, UF, NT, BT, RT, SN.
			6. Explain when and how one might use each of the main sections of the *Thesaurus of ERIC Descriptors*.
			7. Explain your personally-refined procedure for noting all information needed to find journal articles.
			8. In a contrastive paragraph, distinguish between techniques of using *CIJE* for 1) general browsing and 2) performing a topical research
			9. Tell how the serials printout is helpful in following through after using *CIJE*.
			10. Name the two general locations in which journal articles may be found in your library.
			11. Identify the problems you encountered, or might encounter, in actually locating the articles for which you have found *CIJE* citations.

APPENDIX C

A Guide to Information Sources in Reading Table of Contents

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Introduction 1

I. Reading Information Sources 5

A. Dictionaries 7
B. Handbooks, Guides, and Directories 8
C. Bibliographies 10
D. Recurring Reviews 25
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(Harris) "Summary of Investigations Relat[illegible] Reading" 28
Review of Educational Research 29
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3. Secondary Level 33
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5. Dissertations 36
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Hofstra University 53
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Lehigh University 62
National Reading Conference 63
National Society for the Study of Education (Yearbook) 65
North Central Reading Association 67
Rhode Island College 67

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3. Abstracting and Indexing Publications 130
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5. Information Centers and Services 133

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APPENDIX D

Checklist for Evaluating Educational Research

The questions in the checklist below may help readers become aware of limitations of research reports. Because it takes a great deal of expertise to be critical of statistical designs, a beginner should feel free to seek expert advice in interpreting certain research reports.

Anderson and Kerr. "A Checklist for Evaluating Educational Research," *Educational Research*, 11 (November 1968).

A. Problem
   1. Is the problem clearly stated?
   2. Is the problem significant; i.e., will the results contribute to the solution of some practical or theoretical problem?
   3. Are the hypotheses clearly stated?
   4. Are the hypotheses logically deduced from some theory or problem?
   5. Is the relationship to previous research made clear?

B. Design
   6. Are the assumptions of the study clearly stated?
   7. Are the limitations of the study stated?
   8. Are important terms in the study defined?
   9. Is the research design fully described?
   10. Is the research design appropriate?
   11. Are the population and sample described?
   12. Is the method of sampling appropriate?
   13. Are the controls described and appropriate?
   14. Is the research design free of specific weaknesses?

C. Procedure
   15. Are the data-gathering methods described?
   16. Are the data-gathering methods appropriate?
   17. Are the data-gathering methods properly used?
   18. Are the validity and reliability of the evidence established?

D. Analysis
   19. Are the analysis methods appropriate and are they properly applied?
   20. Are the results of the analysis clearly presented?

E. Conclusions

21. Are the conclusions clearly stated?
22. Are the conclusions substantiated by the evidence presented?
23. Are the generalizations confined to the population from which the sample was drawn?
24. Is the report logically organized and clearly written?
25. Is the tone of the report impartial and scientific?

Additional background in the evaluation of research may be gained by consulting such sources as those below. The list does not purport to be comprehensive.

Best, John. *Research in Education* (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, 1970, 377-378.

Farquhar, William, and **John Krumboltz.** "A Checklist for Evaluating Experimental Research in Psychology and Education," *Journal of Educational Research,* 52 (May 1959), 353-354.

Johnson, Granville B., Jr. "A Method for Evaluating Research Articles in Education," *Journal of Educational Research,* 51 (October 1957), 149-151.

Suydam, M. N. "An Instrument for Evaluating Experimental Educational Research," *Journal of Educational Research,* 61 (1968), 200-203.

Van Dalen, D. B. "A Research Checklist in Education," *Educational Administration and Supervision,* 44 (May 1958), 174-181.

Wandt, Edwin. A Cross-section of Educational Research. New York: David McKay, 1965, 1-13.

APPENDIX E

Journals Containing Articles on Reading

Note: Additional information about reading journals may be found in *A Guide to Information Sources for Reading*, compiled by Bonnie M. Davis, International Reading Association, 1972, 34-47.

1. Journals–National and International
   - *Bulletin of the Orton Society*
   - *Journal of Reading*
   - *Journal of Reading Behavior*
   - *Journal of the Reading Specialist*
   - *Reading*
   - *Reading Horizons*
   - *Reading Improvement*
   - *Reading Newsreport*
   - *Reading Research Quarterly*
   - *The Reading Teacher*

2. Journals–State and Regional
   - *Alabama Reader*
   - *CLAR*
   - *Florida Reading Quarterly*
   - *Georgia Journal of Reading*
   - *Illinois Reading Council Journal*
   - *Indiana Reading Quarterly*
   - *Michigan E/K/N/E Journal*
   - *Michigan Reading Journal*
   - *Minnesota Reading Quarterly*
   - *Nebraska Reader*
   - *New England Reading Association Journal*
   - *Ohio Reading Teacher*
   - *Oklahoma Reader*
   - *Reader*
   - *Reading Instruction Journal*
   - *Reading Quarterly*
   - *Reading in Virginia*
   - *TAIR Newsletter*
   - *Tennessee Reading Teacher*
   - *Wisconsin State Reading Association Journal*

3. Journals–Related to Reading
   - *Academic Therapy*
   - *Alberta Journal of Educational Research*
   - *American Educational Research Journal*
   - *American Journal of Mental Deficiency*

American Journal of Optometry and
Archives of the American Academy of Optometry
American Journal of Orthopsychiatry
AV Communication Review
British Journal of Educational Psychology
California Journal of Educational Research
Child Development
Education
Educational and Psychological Measurement
Educational Leadership
Educational Research
Elementary English
Elementary School Journal
English Journal
Exceptional Children
Illinois Schools Journal
Journal of Abnormal Psychology
Journal of Advertising Research
Journal of Applied Psychology
Journal of Communication
Journal of Educational Measurement
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Education
Journal of Experimental Psychology
Journal of General Psychology
Journal of Genetic Psychology
Journal of Learning Disabilities
Journal of Personality and Social Psychology
Journal of Psychology
Journal of Social Psychology
Journal of Speech and Hearing Disorders
Journal of Speech and Hearing Research
Journal of Typographic Research
Journal of Verbal Learning and Verbal Behavior
Journalism Quarterly
Library Quarterly
Perceptual and Motor Skills
Psychological Reports
Psychology in the Schools
Public Opinion Quarterly
Review of Educational Research
X-Change